



GRADE

6

KENTUCKY

K-PREP

Kentucky Performance Rating For Educational Progress



ON-DEMAND WRITING SAMPLE ITEMS

Spring 2012

Writer's Reference Sheet

Grades 5 and 6

Focusing

- Read the prompt and, if provided, the passage(s).
- Think about what the prompt is asking you to do.
- Think about key issues in the passage, if provided, that will help you fulfill the purpose of writing your response.

Pre-writing

- Think about your audience and purpose for writing.
- Use a pre-writing technique (e.g., brainstorming, webbing, drawing, outlining) to plan your response.
- Think of your thesis statement and supporting details.

Drafting

- Write your response in your response booklet.

Reviewing

- Reread your response to correct any errors that interfere with your ability to communicate your ideas to the audience.

If I am writing a **narrative**, did I

- establish a clear purpose?
- use a variety of techniques (e.g., dialogue, description, anecdote, rhetorical question, surprising fact) to engage my audience?
- convey a sense of significance of the experience?
- use a sequence of events that would unfold naturally for the reader?
- use concrete words and sensory details?

If I am writing to provide **information or explain**, did I

- establish a focused purpose?
- anticipate the needs of my audience?
- incorporate relevant background and contextual information from the reading passage (if a passage is provided)?
- use general and specific details and examples to support my thesis?
- use precise language and domain-specific vocabulary?

If I am writing my **opinion** or creating an **argument**, did I

- establish and maintain focus?
- anticipate audience's knowledge and concerns?
- provide relevant background and contextual information from the reading passage (if a passage is provided)?
- use facts, details and examples to support my opinion/argument?
- use words and phrases to clarify the relationship among opinions/claims, reasons, and evidence?

Scoring Criteria for On-Demand Writing

These criteria will be used to score your work.

Communicating with an Audience through Purpose/Focus	<ul style="list-style-type: none">• Establishes and maintains an authentic purpose• Addresses an appropriate audience• Establishes and maintains an awareness of audience needs
Communicating with an Audience through Idea Development	<ul style="list-style-type: none">• Develops ideas with sufficient depth and complexity to support audience and maintain a focused purpose• Elaborates ideas with details, support and examples specifically relevant to the audience and purpose• Applies characteristics of the mode
Communicating with an Audience through Structure	<ul style="list-style-type: none">• Demonstrates coherent and effective text structure in relation to the purpose• Includes a logical progression of ideas• Maintains coherence within and between paragraphs• Uses effective transitional elements within and between paragraphs guiding the reader through the text and clarifying the relationship of events, ideas, concepts or arguments• Maintains control of sentence structure• Varies sentence structure effectively
Communicating with an Audience through Language and Conventions	<ul style="list-style-type: none">• Selects and maintains word choices to effectively communicate with the audience• Employs voice and tone appropriate for audience and purpose• Communicates with audience effectively, applying correct grammar, usage and mechanics



Scoring Rubric for Kentucky On-Demand Writing

4 Points:

Writers at this score point level display consistent, though not necessarily perfect, writing skill, resulting in effective communication.

- The writer establishes and maintains focus on **audience and purpose** and effectively engages the audience by providing relevant background information necessary to anticipate its needs.
- The writer consistently **develops ideas** with depth and complexity to provide insight, support, and clarification of the topic. The writer consistently develops ideas using appropriate and effective examples, details, facts, explanations, descriptions, or arguments. In grades 5 and 6, writers may address counterclaims in support of opinion and argument; in grades 8, 10 and 11, counterclaims are addressed effectively to help support arguments. The writer may use a variety of techniques or approaches.
- The writer consistently **organizes** the writing by using a logical progression of ideas that flows within and between paragraphs. The writer consistently uses a **variety of sentence lengths and structures**. The writing includes a variety of transitional words and phrases that connects ideas and guides the reader. The writer uses appropriate organizational techniques (e.g., comparison/contrast, cause/effect, order of importance, reasons/explanations).
- The writer maintains an appropriate voice or tone. The writer consistently **chooses words** that are appropriate to the intended audience and purpose of the writing. The writer consistently uses correct **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) to communicate effectively and clarify the writing.

3 Points:

Writers at this score point level display adequate writing skill, resulting in effective, though not consistent, communication.

- The writer adequately establishes focus on the intended **audience and purpose**, but may not consistently maintain this focus, losing sight of audience or purpose on occasion. The writer provides adequate background information that generally anticipates audience needs.
- The writer **develops ideas** with adequate support, and clarification of the topic through examples, details, facts, explanations, descriptions, or arguments. In supporting arguments and opinions, the writer in grades 5 or 6 may address counterclaims; the writer in grades 8, 10 and 11 addresses or considers counterclaims. The writer may use different techniques or approaches, but some are less successful than others; one technique may be prominent.
- The writer adequately **organizes** the writing by using a logical progression of ideas that generally flows from idea to idea, though connections between some ideas are less clear on occasion. The writer displays **variety in sentence lengths and structures**. The writing includes transitional words and phrases that generally guide the reader. The writer generally maintains organizational techniques, but organization and connection of ideas may become less clear on occasion.
- The writer may have occasional lapses in language that cause voice or tone to weaken. The writer **chooses words** that are generally appropriate for the intended audience and writing purpose. The writer adequately demonstrates correct **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) to communicate. A few errors may occur that do not impede understanding.

**2 Points:**

Writers at this score point level display developing writing skill, resulting in less effective communication.

- The writer identifies a generalized **purpose or audience** but does not maintain focus on both. Instead, the writer focuses more on the task (creating a letter, speech, etc.) than the actual purpose or intended audience. Irrelevant or inconsistent background information demonstrates a general lack of awareness of audience needs.
- The writer demonstrates inconsistent **development of ideas** often presenting facts (sometimes in isolation from one another) with little insight, interpretation, or clarification. The writer provides minimal or irrelevant examples and/or details for support. The writer in grades 8, 10, and 11 may attempt to address counterclaims in support of arguments or is unsuccessful in the attempt. If the writer attempts to use different techniques or approaches, their relation to the writing purpose may be unclear.
- The writer demonstrates some attempt at **organization**, but often places ideas in an unclear order that disrupts the natural flow or cohesion. The writer occasionally uses varied sentence structures, but these appear alongside mostly **simple sentences**. Transitions are simple and infrequent. The writer may use organizational strategies inappropriately or ineffectively, such as attempting to use a comparison when it is not warranted.
- The writer often uses language that causes voice or tone to weaken or emerge only on occasion. The writer occasionally chooses appropriate **words**, but these appear alongside language that is simple or inappropriate for the intended audience or purpose. Frequent errors in **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) appear alongside occasional control of these features and may impede understanding of the text.

1 Point:

Writers at this score level demonstrate little or no writing skill, resulting in mostly ineffective communication.

- The writer may identify a general topic but demonstrates little or no awareness of **purpose or audience**. The writer does not provide background or show awareness of the needs of the audience.
- The writer gives little or no purposeful **development of ideas**, interpretation, insight or clarification. The writer provides no examples and/or details for support or the support is inaccurate or irrelevant. The writer in grades 8, 10, 11 does not address counterclaims in support of argument or opinion.
- The writer offers little or no **organizational structure**, placing ideas in no logical order. The writer uses little if any **variety in sentence structures**. Ineffective or absent paragraph divisions create a lack of cohesion. Few, if any, transition words or phrases are used.
- The writer's tone or voice is either inappropriate or absent. The writer uses simple or inappropriate **words**. Errors that appear in **grammar, usage, and mechanics** (e.g., spelling, punctuation, capitalization) impede understanding of the text.



Writing Part A

Writing situation:

A school district has a new middle school. On the first day, the students realize that they are the first people to sit in the desks, use the books in the library, walk in the halls, and set the traditions for all of the students who will attend for years and years to come. One of the teachers suggests that everyone write about his or her first day in the school. The students' narratives will be compiled in a book and placed in the library for the students who attend after them to read.

Writing directions:

Think about what it would be like to be the first to attend a newly built school. Write a narrative for the book, and tell about that first day. Describe what you do, see, and feel throughout the day.



Annotated Student Response

SAMPLE 1-POINT RESPONSE

Writing

1. it would be historical to me.
I would be very excited. I would
be cool. I could see all the
students for years to come walk
right through this school and
were the first to attend.

I could feel the new building
smell is the air. I was going
up to the library and
smell the carpet and I saw all
the cool books in the library.
I checked out a book. And then
then I had a great day at the
new historic school.



Writing Part A

GRADE 6 — Writing

ANNOTATION — 1-POINT RESPONSE

Grade 6, Prompt 1

Score Point 1

The writer identifies a general topic (*it would be historical to me*) but demonstrates little awareness of the needs of the audience because no background information is provided. The writer gives little purposeful development of ideas (*I could feel the new building smell . . . I was going up to the library . . . I saw all the cool books in the library. I checked out a book*). The writer offers little organizational structure and uses little sentence variety. The writer's tone or voice is inappropriate or absent.



Annotated Student Response

SAMPLE 2-POINT RESPONSE

Writing

1. Here at the new middle school we children are the first students to ever enter this building! We had such a fun first day! We visited the library, we had our first lunch here, we had classes, and we also had recess! We had ~~my~~ such a fun and action packed day! Let me show you how!

At the beginning of the day we visited the library. It was very fun. First we met the librarian. They told us all about the library. Then we set rules for the library. Our main rule was to take care of the books.

Then we had our first lunch here in this school. We were allowed to choose from two entrées, a salad, a side, a selection of fruits, and drinks. We sat together as a class at one table. We ate our food until it was time to go. Then we would dump our trays and line up for classes.

Our classes included math, Reading, Language Arts, Science, and



Writing

Social studies. We traveled from class to class with our homework. I liked Science the best. We also had P.E. It was very fun. Then we went to recess.

Recess lasted from 2:30 to 3:00. Students were allowed to play with jump ropes, basketballs and other equipment. Students also played football and soccer. That was our first day at this marvelous new school. Well, I guess that's it. Bye now.



GRADE 6 — Writing

ANNOTATION — 2-POINT RESPONSE

Grade 6, Prompt 1

Score Point 2

The writer identifies a generalized purpose and audience (*Here at the new middle school we children are the first students to ever enter this building!*) **but provides only limited background information which demonstrates a lack of awareness of audience needs. While the writing contains some development, the supporting details and examples offer little insight or interpretation. Events in the narrative are recounted with little development** (*First we met the librarian. They told us all about the library. Then we set rules for the library. Our main rule was to take care of the books*). **The writer demonstrates some attempt at organization by grouping ideas by paragraph. There are few sentences of varied lengths or structures. Errors in grammar, usage, and mechanics appear alongside occasional control of these features.**

**Annotated Student Response****SAMPLE 3-POINT RESPONSE**

Writing

1. August 11, 2011 is considered the beginning of a new generation. It is the first day of school in the brand new Middle School. I am in one of the classes that will be the first kids in the school.

My day started out with library time for study hall. When we walked in the library it looked expensive. All of the computers were brand new. They were all hooked to a laser ink jet printer. I was very excited. You could smell the bind and the ink of the brand new books. This area looked like it would be a great place to come to in the morning and do projects.

We went to the computer lab for 2nd period. There were so many computers. It looked like we were walking in a New York City office building. Everything looked so professional, like highend CEOs should be using this technology. I hope we will get to use this lab everyday. Maybe even twice a day.



Writing

My favorite class of the day was Physical Education. The gym was HUGE! The bleachers were pulled back for class but I could tell that they were nice. We played basketball after we got to know the teacher and everyone in the class. The basketballs were brand new and perfectly filled up with air. It didn't make me a better shot for basketball, but that is my fault.

This day was awesome. I can't wait to come back tomorrow. I hope every new student to this school will have just as much fun as me. But for now I'm really tired so "Bye!"



ANNOTATION — 3-POINT RESPONSE

Grade 6, Prompt 1

Score Point 3

The writer adequately establishes focus on the intended audience and purpose by providing background information that generally anticipates audience needs (*It is the first day of classes in the brand new . . . Middle School. I am in one of the classes that will be the first kids in the school*). **Ideas are developed with adequate support and clarification of the topic** (*We went to the computer lab for 2nd period. There were so many computers! It looked like we were walking in a New York City office building. Everything looked so professional . . . The gym was HUGE! The bleachers were pulled back for class but I could tell they were nice*). **The writing is adequately organized with a logical progression of ideas and transitional words and phrases that generally connect ideas and guide the reader. The writer uses some variety of sentence lengths and structures, though many simple sentences are present. The writer chooses words that are generally appropriate for the intended audience and purpose of the writing.**



Annotated Student Response

SAMPLE 4-POINT RESPONSE

Writing

1. I had mixed emotions on the first day. I was nervous, excited, curious, and anxious all at the same time. But I had to go to school; I knew my schedule, where my locker was, and where most of my classrooms were. I mean, if I did get confused it's not like I would be the only one. This was the first day of a new school that no student had ever been in and I'm going to tell you what it was like.

When I walked in the new middle school my jaw dropped. It was absolutely amazing. I could smell the fresh paint recently painted on the walls. Every thing was shining, it was so clean, from the third floor to the ceiling. And apparently I wasn't the only one who was amazed, everyone agreed this was a WHOLE different atmosphere.

The first thing I did after checking out the main hall was go to the library. There were already some students in there and they were all in awe and I could see why. It was incredible! They had many books that were in good shape and there was enough room for all of them, unlike the old middle school. But that wasn't the big thing... they replaced a lot of the book with iPad 2's and Nooks. I could tell that this year I would spend a lot of time in the library.



Writing

After the library it was time for my first period. So I looked my schedule and it said "First period, homeroom: Mrs. [redacted] Room 208." When I found room 208, I opened the door and walked. I felt like I was dreaming; there were 2 smartboards, a laptop for everyone on top of their desk (which was brand new, spacious and stainless steel). To make it even better, our teacher was really nice and she was young too! I could tell everyone, including myself, was very happy at the sight of the new classrooms.

Finally, after 7 hours, the first day of school ended. I was so happy! I loved all of my teachers, they were all nice and actually taught us things, for a change! I also liked that everything was so new and advanced, but I can't help wonder what it is going to be like in the future. My first day was great and I know this going to be an exciting school year.



GRADE 6 — Writing

ANNOTATION — 4-POINT RESPONSE

Grade 6, Prompt 1

Score Point 4

The writer establishes and maintains focus on audience and purpose, and effectively engages the audience by providing relevant background information (*I mean if I did get confused it's not like I would be the only one. This was the first day of a new school that no student had ever been in*). **The ideas are consistently developed with depth and complexity using appropriate and effective examples, details, facts, explanations** (*The first thing I did after checking out the main hall was go to the library. There were already some students in there and they were all in awe and I could see why. . . . When I found room 208, I opened the door and walked. I felt like I was dreaming; there were 2 smartboards, a laptop for everyone on top of their desk*). **The narrative progresses logically and ideas flow naturally and cohesively within and between paragraphs. The writer consistently uses a variety of sentence lengths and structures. Errors in grammar, usage, and mechanics are infrequent and do not impede understanding of the text.**



Should Students Be Paid to Do Well?

Recently the mayor of a large city announced a plan to pay students who do well in school. This plan has received a lot of attention. Some people disagree with the mayor. They feel that paying students for doing well is a bad idea. Many students and parents do not think there is anything wrong with giving hardworking students some kind of reward. People on both sides believe they know what is best.

Feeling proud when they do a good job is important to students. There are those who believe that paying students teaches them to try just to get the prize. They think that students who always get paid do not care as much about feeling proud as they do about getting the reward. They point to a study of third graders who were rewarded for reading. The study found that after a while, the students only read if they knew they would receive a prize. The researchers say that this shows that rewards do not contribute to student growth over a long period of time.

People who give rewards for good grades say that students should be rewarded if they work extra hard. The reward gives students a reason to try harder. When they get the prize, then they want to do a good job the next time. They also point out that some research shows that rewards work exactly as intended. Seventh-grade students in one study showed a large improvement after their school started a program of paying for learning. Those in favor of similar programs compare it to adults getting paid for the work they do. They believe that it does not matter why the students are working hard as long as they are learning.

Writing situation:

The editors of a news magazine for young people want to know what students think about getting paid for doing well in school. They have asked people to write letters supporting or opposing paying students to do well in school. Some of the letters will be published in the next issue of the magazine.

Writing directions:

Write a letter to be published in the news magazine for young people. Present an argument as to whether or not students should be paid for doing well in school. Provide reasons and details to support your argument.



Annotated Student Response

SAMPLE 1-POINT RESPONSE

Writing

2 I think students should get payed. I think they should because it will improve there grade. Also because students will pay attention in class so that they take a test they will do good. There grades will also improve in class.

Students would not be playing video games. If there were and they were payed them they would not play video games. Because they would be studying so hard they would not have time. So that is why students should get payed.



Writing Part B

GRADE 6 — Writing

ANNOTATION — 1-POINT RESPONSE

Grade 6, Prompt 2

Score Point 1

This writer identifies a general topic (*I think stuendents should get payed. I think they should because it will improve there grade*) **but demonstrates little awareness of the needs of the audience because little background information is provided. The writer gives no purposeful development of ideas and few details** (*Stuends would not be playing video games. If there mom and dad payed them they would not play video game's*). **The writer uses little variety in sentence structures. Errors in grammar, usage, and mechanics impede understanding of the text.**



Annotated Student Response

SAMPLE 2-POINT RESPONSE

Writing

2. Dear Editor,
I don't think students should get paid for doing well in school. I don't think they should get paid because it wastes the school's money. The school needs to purchase new things for the school. Just think, if you're paying \$2 for every A and 300 students get A's, that's \$600 wasted. That would also mean less on teacher's pay checks! I do agree on getting awards, just not cash awards. I do think they will be able to work harder if they are getting rewards. I think smaller rewards like candy, extra free time, lunch and a movie would be better ideas because it won't take up any of the school's money! I do agree with rewards that are small, just not big



Writing Part B

Writing

Cash rewards. I also think ~~no~~
rewards are not fair. Hopefully
teachers will understand that
giving small rewards are fair.

Sincerely,



GRADE 6 — Writing

ANNOTATION — 2-POINT RESPONSE

Grade 6, Prompt 2

Score Point 2

The writer identifies a generalized purpose and audience (*I don't think students should get paid for doing well in school*) **but provides only limited background information which demonstrates a lack of awareness of audience needs. While the writing contains some idea development** (*Just think, if you're paying \$2 for every A and 300 students get 1 A, that's \$600 wasted. That would also mean less on teacher's pay checks!*), **much of the supporting details and examples offers little insight or interpretation. Some development of ideas is also repetitive** (*I do agree on getting awards, just not cash awards. . . . if they are getting rewards. I think smaller rewards*). **The writer organizes the writing grouping ideas by paragraph. There are some varied sentence structures, but these appear alongside many simple sentences. Errors in grammar, usage, and mechanics do not impede understanding of the text.**

**Annotated Student Response****SAMPLE 3-POINT RESPONSE****Writing**

2. Dear Students,

I'm so sorry to inform you that I think you should not be paid money for doing well and making good grades in school. Even if it would be really nice to get paid for doing well in school, in the long run it will not benefit you later in life. I feel that way because of the specific reasons. First, school should be a learning experience. Second, it should be a personal goal to accomplish. Lastly, who would pay them.

For starters, school should be a learning experience. I mean, you go to school to learn new things, not to be paid. Instead of concentrating on their work, they will be thinking about the amount of money they will receive. There is also no reason to bribe the students to do well in school. It should be a proud thing to say that I finished school without getting paid. It will boost your self-confidence. In what you can do in life.

Secondly, it should be a personal goal in life to finish elementary, middle, and high school with good grades. It should be something you dream of doing. It also teaches you to set goals and accomplish them, with only in mind that it is for you and you don't get paid or a reward. You will need that skill later on in your life time. You need to be able



Writing

to set goals without being bribed.

Lastly, where will the money come from and could it be put to a better use? I mean, who would pay all these hardworking students? I mean, money could be used to buy new textbooks or new desks. Or it could be used for healthier cafeteria food or new technology. I am all most positive the money could be used for other things that will benefit the school.

To conclude my thoughts, I think it is a bad idea to pay students for doing well in school. I would very much benefit the students but not the school. The money could be used to buy new things at school. Also school should be a learning experience and money just takes that away. Also school should be a personal goal to accomplish without being bribed.

Sincerely,



ANNOTATION — 3-POINT RESPONSE

Grade 6, Prompt 2

Score Point 3

The writer adequately establishes focus on the intended audience and purpose by providing background information that generally anticipates audience needs (*Even if it would be really nice to get paid for doing well in school, in the long run it will not benefit you later in life*). **Ideas are developed with adequate support and clarification of the argument** (*. . . it should be a personal goal in life to finish elementary, middle and high school with good grades. . . . It also teaches you to set goals and accomplish them You will need that skill later on in your life time. You need to be able to set goals without being bribed*), **though development is not consistent. The writing is adequately organized using a logical progression of ideas and simple transitional words and phrases that generally connect ideas and guide the reader** (*For starters, also, Secondly, Lastly*). **Voice, tone, and word choices are generally appropriate for the intended audience and purpose of the writing. Errors in grammar, usage, and mechanics do not generally impede understanding of the text.**



Annotated Student Response

SAMPLE 4-POINT RESPONSE

Writing

2. Dear Editor,

Recent decisions made by our mayor have brought to my attention the idea of paying students for their work. I think this is a terrific idea and that as a student, it might make me strive to work harder. Paying students for their work will be a reward for hardworking students, provides lacking students with a reason to try, and starts preparing students for the future.

Sometimes when hardworking students write an excellent report or make an outstanding science project, they are never rewarded. We need to pay students so they never have the feeling that their work isn't appreciated. Paying students gives them a reason to be proud. If a student thinks their work is good enough, they would be proud of what they did. I know I would! Paying students for their work may also higher self-esteem levels. Getting a reward is much more pleasing and boosting to the self-esteem than just an A on your desk. One last reason it is good to reward hardworking students is it creates bragging rights. If a student came up to me and showed me he got \$5 from the A he got on his report, I would want to try harder on my report next time so I could earn money also.

Another reason why it is good to pay students for their work is it provides lacking students with a reason to try. If they know they will be paid, lacking students will most likely



Writing

try harder. That way they can save up for the new *Modena* Warfare or to buy the latest trends. Most students like to *try* so they will work harder to get that than a sticker or high-five. One last reason of why it provides lacking students with a reason to try is it gives them a reason not to be jealous of straight A students. If both the lackers and straight A's are trying hard, they will both be paid making the lackers not be jealous that the smarter kids got something that they didn't.

One last reason why paying students is good is it starts preparing for the future. Students can start saving up for college by collecting the money they got for working hard in elementary, middle, and high school. Paying students also gives them a since of getting paid in the future. The more prepared you are for the future, the better it will be.

As you can see, the best option for us is to pay our students. It rewards hardworking students, provides lacking students with a reason to try harder, and starts preparing for college. I hope I see money coming toward me in the future.

Sincerely,
A Hardworking Student

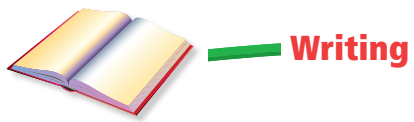


ANNOTATION — 4-POINT RESPONSE

Grade 6, Prompt 2

Score Point 4

The writer establishes and maintains focus on audience and purpose, and effectively engages the audience by providing relevant background information (*Paying students for their work will be a reward for hardworking students, provides lacking students with a reason to try, and starts preparing students for the future*). **The ideas are consistently developed with depth and complexity using appropriate and effective examples, details, facts, explanations, and arguments** (*We need to pay students so they never have the feeling that their work isn't appreciated. Paying students give them a reason to be proud. . . . One last reason it is good to reward hard working students is it creates bragging rights. If a student came up to me and showed me he got \$5 from the A he got on his report, I would want to try harder on my report next time so I could earn money also*). **The response progresses logically and ideas flow naturally and cohesively within and between paragraphs. The writer consistently uses a variety of sentence lengths and structures. Errors in usage and mechanics are infrequent and do not impede understanding of the argument.**



Item Information

Question Number	Question Type	Passage Title	KCAS Standard	Mode
Part A	Stand Alone	NA	W.6.3	Narrative
Part B	Passage Based	Should Students Be Paid to Do Well?	W.6.1	Argumentative